2018–2020 School Transformation Fund - Implementation

Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	*Place date stamp here*
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	RECEIVED 2018 MAY 29 AM 10: 26 TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#		Amendment #
Austin Independent School District	227-901-058	Mendez Middle School		

Vendor ID #	ESC Region #			DUNS #
1746000064	13			0769337460000

Mailing address			City	State	ZIP Code
1111 W. 6th Street			Austin	TX	78703

Primary Contact

First name	M.I.	Last name	Title
Jacob		Reach	Chief of Staff

Telephone #	Email address	FAX #
512-414-9646	Jacob.Reach@austinisd.org	

Secondary Contact

First name	M.I.	Last name	Title
Michelle		Wallis	Executive Director, Office of Innovation and Development

Telephone #	Email address	FAX #
512-414-4851	Michelle.Wallis@austinisd.org	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Mary		Thomas	Director, State and Federal Accountability

Telephone #	Email address	FAX #
512-414-3280	Mary.Thomas@austinisd.org	

Signature (blue ink preferred)

Mary Thomas May 22, 2018

Date signed

Only the legally responsible party may sign this application.

701-18-112-003

Schedule #1—General Information	
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	☐
8	Professional and Contracted Services (6200)		☐
9	Supplies and Materials (6300)		☐
10	Other Operating Costs (6400)		☐
11	Capital Outlay (6600)		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

*IMPORTANT NOTE FOR COMPETITIVE GRANTS: Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For **Partnership Implementation** models (**P2 Partnership** and **IMO Partnership**), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For **New School Implementation** models (**Reset and Fresh-Start**) and **Redesign**, the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For **Reset**, the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

In May 2018, Austin Independent School District (AISD) Board of Trustees approved the Performance Agreement and granted an in-district charter to the non-profit organization Texas Science, Technology, Engineering and Math (T-STEM) Coalition for an SB 1882 Turnaround Partnership at Mendez Middle School. A new operator, the T-STEM Coalition, with the Ingenuity Center at the University of Texas at Tyler as the onsite member, will create a new, independent governing board in partnership with AISD, the University of Texas at Austin UTeach Institute (UTeach), and Communities in Schools of Central Texas (CIS). Beginning in AY 2018-19, T-STEM Coalition and their partners will transform Mendez – currently in the fourth year of Improvement Required (IR) status – from a low-performing, priority campus into a high-performing T-STEM Academy, one of several turnaround models promoted by the Texas Education Agency over the past decade.

Budget Development & Sustainability
This grant aligns with and accelerates the district's Theory of Action (*Managed Instruction*) and Strategic Plan, specifically to ensure all students graduate college-, career-, and life-ready (Core Belief One), in large part by delivering a high-quality education to every student (Commitment 1) that provides a variety of unique opportunities for unlimited learning.

Grant funds will be used to support a portion of AISD's Chief Empowerment Officer of Portfolio Schools, contracted services with a Matched School Transformation Partner and Project Lead the Way (PLTW) training. The T-STEM Coalition will also be awarded a contract (pending Board approval) to support Student Success Coaches from UTeach, a local Project Manager, T-STEM Coaches, Parent Liaison, and supplies (e.g. PLTW-related supplies). Grant funds will also be used to purchase robot kits for students, and other operating costs (e.g. T-STEM Conference registration and lodging for several school personnel).

Demographics & Needs Assessment
Situated in the heart of the Dove Springs neighborhood in Southeast Austin, Mendez Middle School served more than 700 students in AY 2016-17, the majority of whom were economically disadvantaged (92.8%) and Hispanic (87.5%). Nearly half (44.9%) were identified as Limited English Proficient. Most teachers at Mendez – nearly 70% – have five years or less of teaching experience.

The campus has experienced persistent underperformance, as evidenced in the TEA Accountability Rating of IR for the last four years. Specifically, 16% of students across all grades met grade level standard in STAAR Math and Reading in 2016-17, and 7% in STAAR Writing. In 2017-18, Mendez had an attendance rate of 91.1% (as of 3/31/18), as compared with 95.1% district-wide (as of 5/17/18). There is also a lack of school connectedness; for example, 82% of Mendez students reported feeling safe at school, as compared with 88% across AISD middle schools. Campus climate reports for teachers and the community are also low; for example, 76% of Mendez campus staff reported that overall their school is a good place to work and learn, as compared with 88% of middle school staff across the district.

Management Plan
A school-based Project Manager in partnership with an Executive Director will facilitate the implementation of the T-STEM Blueprint Benchmarks (2015, 2018), including problem-based learning (PBL) training and ongoing implementation and strategic planning in partnership with key community stakeholders (i.e. Design Teams). A Parent Liaison will broker partnerships with families and the community, aligned to the T-STEM Blueprint Benchmarks (2015, 2018). T-STEM Coaches will be Master Trainers of PBL and serve as on-campus instructional coaches. Student Success Coaches, near-peer tutors from UTeach, will be available outside of school hours to assist students in meeting the demands of the new rigorous curriculum. Finally, AISD's Chief Empowerment Officer of Portfolio Schools will oversee the 1882 partnership between AISD and the T-STEM Coalition.

Evaluation Plan: The T-STEM Coalition Partnership team will conduct an ongoing diagnostic/planning process, which will produce a meaningful and actionable document that drives the school's work and resource allocation. In addition to focused interventions, T-STEM Coalition staff are well versed in the Texas Accountability Intervention System to create

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

sustainable transformation. Mendez will implement a monitoring system designed to provide snapshots of student progress as well as diagnostic information, likely utilizing DMAC Solutions software. In addition, teachers will be trained on how to embed assessment items in projects to monitor students and implement a student artifact protocol to assure that projects are implemented at appropriate rigor.

Statutory Requirements
The T-STEM Coalition, in partnership with AISD, will meet all statutory requirements of the School Transformation Fund Implementation Grant Program: (1a) Develop school improvement plan for the Priority School with development and implementation of a targeted school improvement plan in alignment with the T-STEM Blueprint. (1b) Fiscal compliance and monitoring will be conducted by AISD's Department of State and Federal Accountability, and the Chief Empowerment Officer of Portfolio Schools will monitor specific outcomes, as agreed upon in the Performance Agreement between the district and the T-STEM Coalition, following federal, state, and local performance standards. (1c) AISD has used a rigorous review process to recruit, screen, select, and evaluate the T-STEM Coalition and their proposed partners (UTeach and CIS) as part of the SB 1882 turnaround partnership. (1d) We will align other federal, state, and local resources to carry out activities supported with funds received. (1e) Mendez will have the operational flexibility that enables full and effective implementation of the T-STEM Blueprint. (2) The T-STEM Academy model and CIS and UTeach strategies are rooted in evidence-based strategies.

Program Requirements
(1a) The grant intends to support an IMO Turnaround Partnership between AISD and the T-STEM Coalition at Mendez Middle School. (1b) Transforming Mendez into a T-STEM Academy will improve student outcomes at Mendez, and AISD will apply lessons learned from the turnaround and SB 1882 processes throughout the district. (2) This grant aligns with and accelerates the district's Theory of Action (Managed Instruction) and Strategic Plan, specifically to ensure all students graduate college-, career-, and life-ready (Core Belief One), in large part by delivering a high-quality education to every student (Commitment 1) that provides a variety of unique opportunities for unlimited learning. (3) High-level district and community stakeholders were educated about the selected school transformation strategy, engaging in, evaluating, and selecting the strategy and partner. (4) With a portion of Implementation Grant funds, AISD will hire a new executive level officer – Chief Empowerment Officer of Portfolio Schools – who will oversee the 1882 partnership with T-STEM Coalition along with additional 1882 partnerships, transformation zones, and other transformational work in the district.

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	Schedule #6—Program Budget Summary				
County-district number or vendor ID: 227-901-058				Amendment # (for amendments only):	
Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)					
Grant period: July 9, 2018 to July 31, 2020			Fund code: 211		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	$37,385	$0	$37,385
Schedule #8	Professional and Contracted Services (6200)	6200	$913,112	$0	$913,112
Schedule #9	Supplies and Materials (6300)	6300	$20,000	$0	$20,000
Schedule #10	Other Operating Costs (6400)	6400	$20,000	$0	$20,000
Schedule #11	Capital Outlay (6600)	6600	$0	$0	$0
	Consolidate Administrative Funds			☐ Yes **X** No	
Total direct costs:			$990,498	$0	$990,498
Percentage% indirect costs (see note):			N/A	$9,502	$9,502
Grand total of budgeted costs (add all entries in each column):			**$990,498**	**$9,502**	**$1,000,000**

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 227-901-058 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			$
2	Educational aide			$
3	Tutor			$
Program Management and Administration				
4	Project director		1	$31,206
5	Project coordinator			$
6	Teacher facilitator			$
7	Teacher supervisor			$
8	Secretary/administrative assistant			$
9	Data entry clerk			$
10	Grant accountant/bookkeeper			$
11	Evaluator/evaluation specialist			$
Auxiliary				
12	Counselor			$
13	Social worker			$
14	Community liaison/parent coordinator			$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Title			$
22	Title			$
23	Title			$
24			Subtotal employee costs:	$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		$
26	6119	Professional staff extra-duty pay		$
27	6121	Support staff extra-duty pay		$
28	6140	Employee benefits		$6,179
29	61XX	Tuition remission (IHEs only)		$
30		Subtotal substitute, extra-duty, benefits costs		$
31		**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$37,385

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$
Professional and Contracted Services		
#	**Description of Service and Purpose**	**Grant Amount Budgeted**
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	$200,000
2	Project Lead the Way Training	$14,000
3	T-STEM Coalition	$699,112
4		$
5		$
6		$
7		$
8		$
9		$
10		$
11		$
12		$
13		$
14		$
b.	Subtotal of professional and contracted services:	$913,112
c.	Remaining 6200—Professional and contracted services that do not require specific approval:	$0
	(Sum of lines a, b, and c) Grand total	$913,112

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 227-901-058	Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval		
Expense Item Description		**Grant Amount Budgeted**
6300	Total supplies and materials that do not require specific approval:	$20,000
	Grand total:	**$20,000**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division
Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 227-901-058		Amendment number (for amendments only):	
Expense Item Description			**Grant Amount Budgeted**
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.		$
6413	Stipends for non-employees other than those included in 6419		$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.		$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.		$
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.		$
	Subtotal other operating costs requiring specific approval:		$
	Remaining 6400—Other operating costs that do not require specific approval:		$20,000
		Grand total:	**$20,000**

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
Schedule #11—Capital Outlay (6600)				

Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 227-901-058 | Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	$
66XX—Computing Devices, capitalized				
2			$	$
3			$	$
4			$	$
5			$	$
6			$	$
7			$	$
8			$	$
9			$	$
10			$	$
11			$	$
66XX—Software, capitalized				
12			$	$
13			$	$
14			$	$
15			$	$
16			$	$
17			$	$
18			$	$
66XX—Equipment, furniture, or vehicles				
19			$	$
20			$	$
21			$	$
22			$	$
23			$	$
24			$	$
25			$	$
26			$	$
27			$	$
28			$	$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				$
			Grand total:	**$0**

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds			
County-district number or vendor ID: 227-901-058		Amendment # (for amendments only):	

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	660	92.8%	Student and teacher data from 2016-17 Texas Academic Performance Report.
Limited English proficient (LEP)	319	44.9%	
Disciplinary placements	50	5.5%	
Attendance rate	NA	92.9%	
Annual dropout rate (Gr 9-12)	NA	NA	
Teacher Category	**Teacher Number**	**Teacher Percentage**	**Comment**
1-5 Years Exp.	24.1	38.2%	Beginning teachers: 19.0, 30.1%
6-10 Years Exp.	12.2	19.3%	
11-20 Years Exp.	5.1	8.1%	
20+ Years Exp.	2.7	4.3%	
No degree	0	0.0%	
Bachelor's Degree	53.2	84.4%	
Master's Degree	8.9	14.0%	
Doctorate	1.0	1.6%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

														Students
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							221	236	254					711

														Teachers
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							18	21	23					62

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mendez Middle School has been rated Improvement Required for four years and is now in jeopardy of being closed. To avoid closure, Austin ISD has selected the T-STEM Coalition in partnership with UTeach Austin and Communities in Schools Central Texas to be the turnaround provider for Mendez. The T-STEM Coalition has been working with AISD to prioritize actions to turn around the campus.

The campus Leadership Team will review and reflect upon the end-of-year results from the approved 2017-18 Campus Improvement Plan. We will identify persistent problems and systems to discontinue, continue or modify, especially considering the new T-STEM model. The data points of concern that had the most significant negative impacts on campus success will be identified and selected to move forward in the process as problem statements.

Below are the performance measures and timeline upon which AISD will evaluate T-STEM Coalition efforts. Failure to meet progress measures may lead to AISD terminating the agreement. We have included 2016-17 baseline data. Upon receipt of the 2017-18 accountability data, we will update baselines and finalize targets.

Performance Measure	16-17 Baseline	18-19 Goal	19-20 Goal	20-21 Goal	21-22 Goal	22-23 Goal
Campus Rating*	Improvement Required	C or better (Overall)	C or better (Overall)	B or better (Overall)	B or better (Overall)	B or better (Overall)
School Progress Domain, Part A: Student Growth*	28	70 or better	70 or better	80 or better	80 or better	80 or better
% of students achieving the Meets Grade Level Standard on Math STAAR EOC*	16%	Improve	Improve	Improve	Improve	Improve
% of students reading on or above grade level (ISIP)	9%	Improve	Improve	Improve	Improve	Improve
Attendance	91.1 (through 3/30/2018)	Improve	Improve	Improve	Improve	Improve
# of Home School Suspensions	504	Decrease	Decrease	Decrease	Decrease	Decrease
% of students who feel they are safe	82%	Improve or achieve district average	Improve or achieve district average	Improve or achieve district average	Improve or achieve district average	Improve or achieve district average
% of campus staff who feel school is a good place to work and learn	76%	Improve or achieve district average	Improve or achieve district average	Improve or achieve district average	Improve or achieve district average	Improve or achieve district average
% of parents/ guardians involvement is welcomed by teachers	93%	Improve or achieve district average	Improve or achieve district average	Improve or achieve district average	Improve or achieve district average	Improve or achieve district average

*Subject to revision based on changes to the state accountability system.

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	Schedule #13—Needs Assessment (cont.)	

County-district number or vendor ID: 227-901-058 | Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**Academic performance:** Persistent underperformance campus-wide, as evidenced in TEA Accountability Rating of IR for the last four years	It is our assertion that implementing the T-STEM Blueprint and transitioning Mendez from a traditional middle school to a T-STEM Academy will create the conditions to revive the school by creating a new school culture and raising expectations. Mendez needs rebranding given its history of under-performance. By being a STEM Academy, focus will change to student success and college readiness. This aligns to the two high schools (Travis with its ECHS and Akins with its T-STEM Academy) that students will attend.
2.	**Academic performance:** 16% of students across all grades at Mendez met grade level standard in STAAR Math and Reading in 2016-17. 9% of students across all grades at Mendez read on or above grade level (ISIP) 7% of students across all grades at Mendez met grade level standard in STAAR Writing in 2016-17	Over time, all students will be accelerated so they can earn HS credits in MS. For example, all students will be expected to enroll in Algebra I by 8th grade. Given the low reading and writing scores at the school, additional instructional time will be dedicated to ELA and the other core subjects. Rigor will be increased with a shift to PBL, as will student supports so that they can achieve on level (MEETS) as we work towards (MASTERS). Intensive Instructional Coaching will be provided to teachers.
3.	**Attendance:** In 2017-18, Mendez had an attendance rate of 91.1% (as of 3/31/18), as compared with 95.1% district-wide (as of 5/17/18). Attendance is an issue. Students cannot learn if they are not in school. **School Connectedness:** There is also a lack of school connectedness among students; for example, 82% of Mendez students reported feeling safe at school, as compared with 88% across AISD middle schools.	The T-STEM Academy model provides a project/problem-based learning environment, rather than a STAAR test-prep environment. PLTW programs will be expanded to provide high-quality STEM instruction. Students missing school will be identified and all strategies available will be used to work with students and parents to attend school.
4.	**Discipline:** In 2016-17, there were 504 home school suspensions at Mendez. There were 50 students with disciplinary placements, or 5.5% of the Mendez population, as compared with a district-wide rate of 1.3%.	Restorative practices will be implemented to help change the culture of the school by building stronger relationships and community, and support Benchmark 3 of the T-STEM Blueprint. As students become more engaged in their own learning there is evidence from other T-STEM Academies that behavior improves. The school will be reorganized into three small schools to build a more personal family atmosphere and provide students with vertical supports as they complete middle school.
5.	**Campus Climate for Teachers, Students, Community:** 76% of Mendez campus staff reported that overall their school is a good place to work and learn, as compared with 88% of middle school staff across the district. 93% of parents reported that their involvement is welcomed by teachers, as compared with 97% of middle school parents district-wide.	The grant will fund several culture and academic initiatives to improve campus climate. This includes working with feeder elementary schools and the two high schools' students will attend. Teachers, parents, and students will participate in design teams to help define the new Mendez policies aligned with the T-STEM Blueprint. A parent liaison will be hired to provide additional community and family support.

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Schedule #14—Management Plan		

County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Campus-level Executive Director (T-STEM)	T-STEM Coalition will hire and assign (at its sole discretion) the Executive Director who will have authority to recommend for employment, dismissal, reassignment within the school, and evaluation (e.g. Professional Pathways for Teachers, Campus Administrator Performance Review) of all Mendez faculty and staff, including the campus Director (Principal), in accordance with AISD employment policies and practices.
2.	School-based Project Manager (T-STEM)	Experience in implementing the T-STEM Blueprint. Experience as a T-STEM Coach. Master's Degree and certification in a core subject. Also, project management experience.
3.	Parent liaison (CIS)	Additional parent and community support personnel. Must be able to speak Spanish Fluently and have appropriate training in Restorative Practices and experience in Community Engagement.
4.	T-STEM Coaches (UTeach Austin)	T-STEM Coaches (2) will be Master Trainers of PBL and Instructional coaches. Focus areas for these coaches will be Math and ELA/ELL.
5.	Success Coaches (UTeach Austin)	Success Coaches will be available to assist students in meeting the demands of the new rigorous curriculum. Estimated at 12-18 tutors, 10 hours per week for 36 weeks. These will be hourly positions, and we will target college students for employment. Unlike traditional tutors, these Success Coaches will also regularly check in on students and be near-peer role models for the newly-created college going culture.
6.	Chief Empowerment Officer, Portfolio Schools (10%) (AISD)	Position requires a Master's degree in Education or related field from an accredited college or university. Incumbent must have a valid teaching certificate and mid-management certification. Incumbent must have a minimum of five years in a public education setting including experience as a campus or central office administrator. This position requires knowledge of current innovations in public education and process and systems used by public educational institutions.

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Schedule #14—Management Plan (cont.)					
County-district number or vendor ID: 227-901-058				Amendment # (for amendments only):	

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	T-STEM PBL Training / Implementation	1.	Train Mendez personnel in Blueprint and PBL	07/09/2018	08/20/2018
		2.	Develop PBL for school year (ongoing)	08/01/2018	07/31/2020
		3.	Ongoing PLC and targeted training	07/09/2018	07/31/2020
		4.	Ongoing assessment of Blueprint and STAAR	08/01/2018	07/31/2020
		5.	Develop and monitor Individual Student Plans	09/01/2018	06/15/2020
2.	Design Team Creation / Implementation	1.	Train stakeholders in T-STEM Blueprint	08/01/2018	08/15/2018
		2.	Establish Design Teams of key stakeholders	07/09/2018	08/15/2018
		3.	Design Team Meetings (ongoing)	07/092018	06/15/2020
		4.	Develop new Teacher and Student Handbooks aligned to T-STEM model	07/09/2018	08/20/2018
		5.	Develop committees to focus on specific initiatives and convene committee meetings (ongoing)	09/01/2018	06/15/2020
3.	Strategic Planning	1.	Initiate and develop T-STEM-required five-year strategic plan, in partnership with feeder elementary schools and community members	08/01/2018	11/01/2018
		2.	Stakeholder review and dissemination of initial and any revised versions of five-year plan	12/01/2018	12/01/2020
		3.	Review data each semester to measure progress on plan (ongoing)	09/01/2018	06/15/2020
4.	PLTW Training / Implementation	1.	Summer 2018 Core PLTW Training with ongoing, online trainings	07/09/2018	07/31/2020
		2.	T-STEM Conference San Antonio	01/2018	01/2019
		3.	Weekly, teacher-led Professional Learning Community (PLC) meetings during school	09/01/2018	06/15/2020
5.	Restorative Practices (RP) Training	1.	RP training for campus-based Facilitator	08/01/2018	09/01/2018
		2.	Target RP training for 6th grade teachers, staff, families, students, community	09/01/2018	06/15/2019
		3.	Target RP training for 7th grade teachers, staff, families, students, community	09/01/2019	06/15/2020
6.	Student Success Coach Training/Implementation	1.	Recruit 12-18 Student Success Coaches from UTeach to provide tutoring.	07/09/2018	09/01/2018
		2.	Train UTeach Student Success Coaches in T-STEM Blueprint.	09/01/2018	09/15/2018
		3.	Implement Student Success Coach tutoring.	09/15/2018	06/15/2020
7.	Feeder School PD	1.	Train feeder elementary schools in PBL (Fall of each year)	09/01/2018	11/30/2019
		2.	High School Visits (Travis HS and Akins HS) (ongoing)	09/01/2018	06/15/2020
7.	Student Bridge Programs/STEM Programs	1.	Provide Summer Bridge program for incoming 6th graders	08/2018	08/2019
		2.	Provide Summer Bridge program for existing Mendez Students	08/2018	08/2019
		3.	Robotics training for students (ongoing, during school day)	09/01/2018	06/15/2020

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The T-STEM Coalition partnership team will conduct an ongoing diagnostic/planning process, which will produce a meaningful and actionable document that drives the school's work and resource allocation. In addition to focused interventions, T-STEM Coalition staff are well versed in the Texas Accountability Intervention System to create sustainable transformation. And T-STEM Coalition staff know from their own experience in managing charter schools the importance of developing a data-driven school culture that is student centered.

Diagnostic Team
The diagnostic review and planning efforts will focus on school leadership, the turnaround conditions, current level of social trust, the alignment of instruction and assessment to standards, and processes for teachers to work together to improve instruction and encourage the sense of urgency required for turnaround. The T-STEM Coalition diagnostic team will review student performance data (disaggregated); observe and assess classroom instruction; assess school culture; assess the level of social trust based on a survey of teachers, parents, administrators and students; conduct focus groups with teachers, parents, community members; and assess the state of data-driven practices and define the process.

Action Plan
Based on the diagnostic report, the coalition will develop an action plan that addresses the following:
- ☐ Student success: Accelerating all students to be at grade level or meet STAAR/EOC Indices.
- ☐ Specific scope and sequence that covers the TEKS and is aligned to the STAAR, EOC, and Career and College Readiness Standards (CCRS).
- ☐ Teacher-led professional learning communities (PLCs): Time and support for grade- or subject-based PLCs that focus on data analysis to support effective Tier I instruction aligned with standards.
- ☐ Annual performance targets for student outcomes and leading indicators of progress aligned with meeting state standards under the accountability system.

The Action Plan will include the specific actions and steps the partnership team will take to support the improvements.

Ongoing Monitoring of Student Outcomes
Mendez will implement a monitoring system designed to provide snapshots of student progress as well as diagnostic information, likely utilizing DMAC Solutions software. In addition, teachers will be trained on how to embed assessment items in projects to monitor students and implement a student artifact protocol to assure that projects are implemented at appropriate rigor.

Teacher assessment practice will align to 5.6 of the 2015 T-STEM Design Blueprint, including using vertically and horizontally aligned formative and summative assessments to drive instructional decisions and using standards to develop common benchmark assessments. Specifically, we will have two Benchmark Exams each year (Fall and Spring). These will be fully-released STAAR/EOC exams. The Spring Benchmark will be conducted under STAAR/EOC testing conditions.

Role of PLCs in Continuous Improvement Process
We strongly believe that teachers have the biggest impact on student learning. The partnership team will develop a detailed plan for engaging teachers in the process of improving Tier 1 instruction using professional learning communities facilitated by coaches. The Coalition has developed a model for PLCs that includes intensive instructional coaching. The coaching includes use of the UTeach Teaching Observation Protocol (U-TOP) instrument to assist teachers and administrators in focusing instruction utilizing research-based instructional strategies, TEKS coverage, CCRS alignment, and content at the appropriate rigor/depth of knowledge. Teachers also learn to use the protocol to evaluate videos of their own teaching.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sustainability

There are several ongoing, existing efforts at Mendez that the turnaround partnership with T-STEM Coalition will build upon. T-STEM Coalition will leverage the longstanding partnership between the Mendez community and CIS to expand their role in providing wraparound supports to students and families who have grown to trust them. We will coordinate with two additional efforts on campus, GEAR UP and Education Innovation and Research Early-Phase Grant-funded restorative practices implementation to maximize effectiveness of grant funds.

It is our belief that the TEA Grant funds will provide the additional resources needed to jump-start Mendez on the path to becoming a high-achieving school. Mendez Middle School was designed to serve up to 1,100 students. It currently enrolls just under 600 students. Just a few years ago, Mendez served over 900 students. Implementing the T-STEM Blueprint is an opportunity to rebrand the school and implement proven practices that should reengage students and their families to enroll at Mendez.

By growing enrollment, we will have the opportunity to maintain the programs that the grant is able to fund. We also believe once the school meets standards, there will be grant opportunities to further develop Mendez as a model T-STEM Academy.

Commitment

Austin ISD has made the commitment to allow Mendez to become a T-STEM Academy. The agreement with the T-STEM Coalition is for five years. The T-STEM Coalition and its partners are committed to turning around Mendez.

Mendez personnel were provided the opportunity to transfer to other schools within Austin ISD if they were not interested in participating in the T-STEM Academy model. The T-STEM Coalition has received signed commitment letters from all personnel choosing to remain at Mendez as the school transitions to a T-STEM Academy. To maintain participant commitment to the success of the school, the T-STEM Blueprint provides guidance and strategies for engaging all stakeholders using *Design Teams* and an *Advisory Board*.

Design Teams:
Design Teams, which will be established in the first months of the grant, provide voice and input on the school design and help build relationships and trust with local families. As outlined in the Blueprint, stakeholders have the opportunity to serve on Design Teams. In addition to teachers, students, parents, and CIS staff, Design Teams may include community organizations like Austin Interfaith, which has deep experience in engaging communities through community walks, evening meetings, and other information sharing and empowerment opportunities, community volunteers, or City/County staff with interest or expertise in the topic area. These teams are intended and employed for a high degree of engagement in various topics to come to recommendations/decisions on a wide variety of topics, including school culture and climate; out-of-school time; calendar and bell schedule; student health.

Advisory Board:
The Blueprint requires an Advisory Board from the community that consists of representatives from the Academy, school board, district, community, higher education, and STEM businesses to support and guide facility requirements, resource acquisition, curriculum development, internships, externships, and student/community outreach to ensure a successful 6th-20th STEM academic and career pipeline.

Schedule #15—Project Evaluation		

County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Teacher Effectiveness	1.	UTeach Observation Protocol (UTOP) will be used to assist coaches in assessing overall quality of math and science instruction
		2.	Benchmark and STAAR Scores
		3.	Student Feedback Forms
2.	Community Engagement	1.	Design Team meetings – initially these will occur frequently, then reduce to monthly and then by semester
		2.	Parent and Community Feedback Forms
		3.	Attendance at Events
3.	Summative Student Achievement measures aligned with the state accountability system	1.	Campus overall accountability rating = Met Standard and School report grade of C or better by July 2020.
		2.	Performance on four indices, including C or better by July 2020 on School Progress Domain, Part A: Student Growth
		3.	Distinctions earned on state accountability system by 2020
4.	School Operations measures	1.	Annual average daily attendance
		2.	Student persistence (defined as the % of students who persist year-over-year)
		3.	Teacher retention
		4.	Home school suspensions and disciplinary placements
5.	Formative Student Achievement	1.	Student-level growth, as measured on Fall and Spring benchmark assessments
		2.	
		3.	
6.	School Culture and Climate	1.	% of students who feel they are safe at school
		2.	% of campus staff who feel Mendez is a good place to work and learn
		3.	% of parents/guardians involvement is welcomed by teachers
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We will follow the T-STEM Blueprint in its requirements for the use of data for evaluation and course correction:
7.2 Program Requirements: Continuous Improvement and Evaluation
- 7.2.A. Annually reviews strategic plan and Annual Action Plan to ensure Academy meets high expectations across a broad range of performance measures as indicated by Academy mission and vision, and STEM Blueprint Program Requirements.
- 7.2.B. Annually reviews instructional and intervention plan to ensure continual growth on all of the required state accountability measures.
- 7.2.C. Develops internal indicators and checklists unique to the Academy to measure continuous improvement towards student performance goals and the state of the Academy

Student Data
As part of the Blueprint there is ongoing review of school data. If students are not being successful as measured by Benchmarks and local assessments, the semi-autonomous Curriculum, Instruction and Assessment (CIA) Team and the Administrative Team will develop interventions to address shortcomings. This occurs during PLC time for teachers and at the end of each grading period for administration. The Executive Director will meet monthly to go over progress with the Administration and Instructional Teams, analyzing individual, sub-population, and grade level data to assure that students meet the accountability targets.

We will utilize DMAC Solutions software from ESC Region 7 to analyze student data. Mendez staff are already familiar with this product. In the T-STEM Academy model, each student receives a personalized learning plan. Students are assigned a success coach to work on meeting STAAR/EOC as well as their pathway to the High School. Student cohorts are evaluated and STAAR scores are analyzed by individual TEKS, and if standards are not met those TEKS are re-taught.

Mendez staff will also leverage the district's electronic Child Study Team (eCST) advanced case management tool to view key student data points, such as grades, attendance, enrollments, assessments, schedule, and discipline. Highlighted in the Council of State Government's *School Discipline Consensus Report* (Morgan, et al, 2014) as an exemplary strategy for coordinating data collection efforts, the eCST enables users to set goals, create intervention plans, and monitor progress for individual and groups of students. It also enables users to generate early warning indicator reports to easily identify students struggling with attendance, academics, and/or behavior. And with support from the Michael and Susan Dell Foundation, AISD has built a user-friendly interface for community partners, including CIS, to enter service participation data and view student information based on parent consent.

Corrective Actions
The Leadership Team at Mendez under the supervision of the T-STEM Coalition will review all data available. One of the biggest challenges of implementing any intervention is "fidelity" to the model. The 2015 and 2018 T-STEM Blueprints provide a rubric to rate progress on all T-STEM Benchmarks and Indicators.

To monitor fidelity, one of the activities that will occur each semester is completing the rubric and triangulation of results. The rubric will be completed by teachers, select students (with guidance), administration, T-STEM Coalition Personnel, and Design Team participants. Results will be compared for each group. Where there is agreement, confidence will be high that Mendez is making progress. Where there are areas of disagreement, there will be a review of the data and interventions will be implemented to assure fidelity. This is a collaborative process that also facilitates healthy discussion and clarification to unify operational definitions of STEM.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mendez, a Priority School, will utilize a similar school improvement plan process as it has in previous years, and align efforts with the T-STEM Blueprint, including the following elements:

1.3 Program Requirement: Program Review and Evaluation

1.3.A Integrates and assesses the level of mission-driven and data-driven decision making evident in the daily work of the Academy.

1.3.B Implements a process for program review and formative evaluation to achieve mission goals that includes metrics such as attendance, demographics, and student achievement.

7.2 Program Requirements: Continuous Improvement and Evaluation

7.2.A Annually reviews strategic plan and Annual Action Plan to ensure Academy meets high expectations across a broad range of performance measures as indicated by Academy mission and vision, and STEM Blueprint Program Requirements.

7.2.B Annually reviews instructional and intervention plan to ensure continual growth on all of the required state accountability measures.

7.2.C Develops internal indicators and checklists unique to the Academy to measure continuous improvement towards student performance goals and the state of the Academy.

The campus Leadership Team will review and reflect upon the end-of-year results from the approved 2017-18 Campus Improvement Plan. We will identify persistent problems and systems to discontinue, continue or modify, especially considering the new T-STEM model. The data points of concern that had the most significant negative impacts on campus success will be identified and selected to move forward in the process as problem statements.

A root cause analysis will then be conducted in three phases for each of the problem statements. The first phase is the "10,5,5" protocol, where team members write ten plausible causes of the problem statement, then five more, and finally five more. These responses are then grouped into related categories. The second phase is the "Two Circles" protocol, where team members decide which of the categories are directly under their control. Categories directly under their control are discussed by the team, and one is identified as the most influential cause of the problem statement. The third phase is the "5 Whys" protocol, where team members ask why this most influential cause is occurring, answer the question, and repeat this questions-and-answers process until they believe they have arrived at the root cause of the problem statement.

The result of this process is a list of several problem and root cause statements that are prioritized throughout the process. The team will then develop an annual goal for each problem statement based on where we want/need to be in one or two years. The team then reviews why we are where we are now (root causes), and a strategy is developed that describes how each root cause will be addressed. For each need (problem statement, annual goal, root cause, and strategy), the campus will develop a matrix of activities that must occur to fully implement the strategy with fidelity and achieve the annual goal. The matrix specifies the time of year the activities will occur and who the responsible parties are. This list of activities is evaluated (and updated as needed) to determine if prerequisite activities are missing, what resources are needed, and whether the list of activities will fully implement the strategy and address the root cause.

Once all activities are determined via the matrix, the improvement plan is drafted and implementation begins. The Director and responsible parties communicate the plan activities and timeline to all stakeholders. The Director and responsible parties work with stakeholders (campus staff, T-STEM coaches, service providers, and community members) to complete the plan activities throughout the school year. The Executive Director, his/her team, and Lead Instructional Coach provide additional coaching and support, and remove barriers that may hinder the improvement process.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fiscal Compliance and Monitoring
AISD's Department of State and Federal Accountability (SAFA) will monitor Title I, Part A funds, pending final decision of buy-back services by the T-STEM Coalition. The mission of SAFA is to ensure compliance for all competitive grants, donations and foundation funds, federal and state entitlement grants, including all ESSA regulations, monitor all expenditures and reporting of those grants. Each campus receiving Title I funds is assigned to a professional staff member in SAFA who assists the campus and oversees their use of those funds. This includes monthly monitoring visits and budget reviews to ensure funding is being spent and spent correctly. Oversight of allowable expenditures and staffing is completed through review of supplemental pay, requisitions, and other instruments for requesting funds. Additionally, the Director of State and Federal Accountability holds multiple webinars and face-to-face meetings each year to educate campus staff on allowable expenditures.

AISD's Chief Empowerment Officer of Portfolio Schools will monitor specific outcomes at Mendez, as agreed upon in the Performance Agreement between the district and the T-STEM Coalition, approved by the AISD Board of Trustees on April 30, 2018. Beginning July 1, 2018 through June 30, 2023 (the term of the agreement), the Empowerment Officer will follow federal, state, and local performance standards to monitor outcomes:

Federal Standards
As the authorized public chartering agency, AISD will use increase in student academic achievement for all groups of students (described in Section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act) as the most important factor when determining whether to renew or revoke T-STEM Coalition's charter. Specifically, the Empowerment Officer will review student academic achievement to ensure continuous and substantial improvement in academic achievement for all students enrolled in the school as well as sub-populations, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency enrolled at Mendez.

State Standards
Mendez is expected to meet state accountability measures for the 2019-20 school year, or obtain a waiver from TEA and the Commissioner of Education that exempts them from accountability. If the campus does not meet these measures, AISD may terminate the agreement with the T-STEM Coalition.

Local Standards
AISD's Chief Empowerment Officer will evaluate T-STEM Coalition's progress on the agreed-upon performance measures (see Schedule 13). Beginning in 2018-19, if the school fails to meet these performance goals, AISD may terminate the agreement with the T-STEM Coalition.

T-STEM Coalition/AISD-Specific Monitoring Agreements
T-STEM Coalition agreed to meet with AISD representatives / members of the Board of Trustees on a bi-yearly basis to report on the progress of the School and to address any matters of concern. T-STEM will also submit to AISD an annual report of each year of implementation, starting with the end of the first year of implementation. According to the agreement between AISD and T-STEM Coalition, the annual report must contain basic demographic data, attendance rates, enrollment data, and achievement data on all participating students. It will also include a description of the project implementation, accomplishments, and conclusions. These data must be sufficient to allow judgment of the program effectiveness in achieving its stated objectives. T-STEM Coalition and AISD intend to utilize the results of the evaluations and written reports as part of the criteria for continuation or termination of future participation in this project.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Process Used to Select T-STEM: AISD developed a draft Request for Proposals (RFP) based on the draft SB 1882 rules and the feedback provided from Mendez staff and the Mendez community on what they were looking for in a possible partner. When no proposals were submitted, the District developed an application process that resulted in the selection of the T-STEM Coalition in partnership with UTeach Austin and Communities in Schools Central Texas. (See Response to TEA Program Requirement 3 for additional details about the selection process).

The District has negotiated a Memorandum of Understanding (MOU) and performance agreement with T-STEM Coalition and completed a TEA-required SB 1882 application by April 30, 2018. TEA will allow the district to amend the MOU and submit contract amendments to TEA until July 15, 2018.

Partner	About	Services Provided
Texas STEM (T-STEM) Coalition, UT Tyler Ingenuity Center	Mission of the **T-STEM Coalition** is to work with educators to ultimately prepare all Texas students to thrive in the 21st Century global economy by leveraging its extensive network of expertise, partnerships, resources and experience to: transform teaching and learning; promote the implementation of innovative, research-based STEM practices that align with college and career readiness objectives, and facilitate its dissemination through an effective state-wide alliance. Since 2005, the T-STEM Coalition has worked with T-STEM Academies statewide to facilitate the implementation of the T-STEM Blueprint. The **Ingenuity Center (IC) at UT Tyler** is a T-STEM Center and a member of the T-STEM Coalition.	Non-profit that will operate the school with its own governance structure. Assist in implementing T-STEM model and provide technical assistance in managing the school.
UTeach Austin	Mission is to increase the number, diversity, and academic achievement of students pursuing STEM disciplines and careers. UTeach is well known as a highly successful secondary STEM teacher preparation program, begun at UT Austin in 1997 and currently operating at 45 universities nationwide.	Will provide instructional coaching, professional development, data collection, and program evaluation, and STEM programming for student camps
Communities in Schools of Central Texas	Work directly in schools to identify and address the immediate needs of students, from basic needs such as food and clothing, to more complex needs like counseling, mentoring, and navigating complex healthcare and other systems. Has a 32-year history of working in AISD, and more than 20 years at Mendez.	Will play greater role in enhancing healthy school climate, esp. in area of student voice and teacher training on trauma and relationship-building

We will continue the existing partnership at Mendez with **Project Lead the Way (PLTW)** Gateway, which provides rigorous and relevant STEM experiences through activity-, project-, and problem-based learning. UT Tyler is also the state affiliate for PLTW.

Communities in Schools and **Austin Interfaith** are exploring ways to collaborate to engage and support the Mendez community. Austin Interfaith has deep experience in engaging communities through community walks, evening meetings, and other information-sharing and empowerment opportunities.

Additional community organizations will be recruited to serve on Design Teams and provide input on most aspects of the school. To identify other partners currently working on Mendez and other AISD campuses that could play a role in the turnaround strategy, T-STEM Coalition members will leverage the district's innovative Youth Services Mapping (YSM) system, a web-based information database of more than 150 service providers serving AISD schools.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of the grant development process, the project team reviewed the way in which federal, state, and local resources could be coordinated to make the most effective use of grant funds:

Federal:

- **Title Funds / Formula Funds:** Mendez currently has $150,000 in Priority funds, and next year, they will have nearly $640,000 in Title funds. Priority funds have been used to support tutoring services (through a contract with Sylvan and extra duty pay for teachers to stay beyond their duty day) as well as travel to the Advancing Improvement in Education (AIE) Conference. Most of Mendez's Title funds support staffing and extra duty. The T-STEM Coalition will work with the district's State and Federal Accountability and Finance Departments to determine continued use of these funds.
- **Competitive Funding:**
  - ○ **GEAR UP:** Mendez is one of 11 Austin middle schools participating in the district's Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Partnership Grant, beginning with the 6th grade cohort in 2017-18. Mendez has a GEAR UP Facilitator coordinating grant-related, college-preparedness activities and Austin Partners in Education (APIE) push-in tutors.
  - ○ **Education Innovation and Research (EIR):** Mendez is one of four Austin middle schools participating in the district's EIR Early-Phase Grant, beginning in AY 2018-19. Mendez will have a Restorative Practices Associate on campus who will be charged with implementing a whole-school, culturally-responsive restorative practices intervention.

State:

- **SB 1882:** T-STEM Coalition has submitted an application to TEA for SB 1882 benefits, thereby allowing the district to receive for each student in average daily attendance at the campus the amount of state funding to which an open-enrollment charter school would be entitled.

Local:

- **Buy-back services:** T-STEM Coalition is exploring contracting the following services with AISD: 1. Responsive Ed Contacts – Finance, Academics, and Facilities; 2. Billing / Invoicing / General Treasury Information; 3. Building Use; 4. Custodial Services (After Hours); 5. Dyslexia/504 Services; 6. Evaluation (Dept. Evaluation & Research); 7. Homebound Services; 8. Instructional Materials (Textbooks); 9. Materials (Purchased through Warehouse); 10. Maintenance and Ongoing Repairs; 11. Printing Services; 12. Special Education Services; 13. Student Resource Officers; 14. Technology Services; 15. Transportation. Final decisions will be determined once campus needs are identified and services are further explained.
- **Family Resource Center (FRC):** The Mendez Family Resource Center grows community schools and parent leaders by being a one-stop educational and social services center that supports families in the Dove Springs community. The FRC coordinates, aligns, and leverages services and contributions from community partners and volunteers who support students, families, the neighborhood, and Mendez.
- **District initiatives,** such as:
  - ○ Social and Emotional Learning (SEL): AISD was one of the first districts in the nation to commit to the development of the whole child by incorporating social and emotional learning into students' academic preparation. The district-wide initiative is in all 130 campuses, and is the result of strong public-private partnerships that have contributed more than $15 million over the last several years.
  - ○ Creative Learning Initiative (CLI): The Creative Learning Initiative seeks to provide a quality arts-rich education for every child in AISD, as well as professional development and ongoing support for teachers in arts-based instruction strategies through the collaborative support between the district, the City of Austin, MINDPOP, local artists, businesses and philanthropic organizations. Mendez is one of 10 middle schools currently participating in CLI, across six vertical teams.

T-STEM Coalition will coordinate these various programs by utilizing eCST, AISD's web-based dashboard that links academic and behavioral student-level data. Specifically, eCST identifies which services are being provided to which students, generates a list of all services provided on campus by community-based organizations, and highlights services available to the campus. The system will help T-STEM Coalition to enhance coordination efforts (e.g., identification of gaps; reduce duplication) and encourage the forging of partnerships to meet identified student and campus needs.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The new Mendez will be a complete transformation from a traditional school to a T-STEM Academy and all that entails. The T-STEM Blueprint dictates practices and how policies are developed. A requirement of the T-STEM Blueprint is that the school have the autonomy and flexibility to implement the blueprint with fidelity.

Design teams that include all stakeholders will be established to recreate Mendez within the Blueprint Framework. T-STEM Coalition will work with stakeholders to implement the T-STEM Blueprint Benchmarks (2015 Blueprint).

In addition to the blueprint and the flexibility it provides, the leadership team at the coalition will develop a master schedule that supports implementation of the blueprint. This includes building in teacher collaboration time to support building the PBL culture.

Mendez will also adopt restorative discipline practices to build trust and help create a culture of respect. Design teams will have the flexibility to review policy documents and make recommendations to the governing board for improvements over the AISD policies to promote the development of a positive school culture.

Students, parents, staff, and community members will all be provided training concerning the Blueprint.

Summary of 2015 Blueprint Benchmarks:
Benchmark 1: Mission-Driven Leadership
1.1 Annual Action Plan; 1.2 Design Team, Leadership Team, Advisory Board; 1.4.A 6th – 12th Academy Leadership Teams collaborate

Benchmark 2: T-STEM Culture
2.1.A Small school; 2.1.F IGP with Endorsement and Performance Acknowledgement plan reviewed at least Annually; 2.3.A Prepares students for postsecondary coursework and careers in STEM fields

Benchmark 3: Student Outreach, Recruitment, and Retention
3.1.A Marketing plan; 3.2.A Open access/lottery; 3.3.B Summer Bridge/Student orientation

Benchmark 4: Teacher Selection, Development, and Retention
4.1.B Collaborative recruiting process for selecting highly qualified teachers; 4.2.B PLC with a professional development model for continuous learning; 4.2.C Teachers participate in externships with IHEs, business, industry, and community; 4.3.B Common planning time within the structure of the school day

Benchmark 5: Curriculum, Instruction, and Assessment
5.2.A Develops integrated STEM curriculum, assessment and instruction for the Academy; 5.2.B Students complete 3 years of STEM electives at MS; 5.2.F Extracurricular STEM activities, field experiences, clubs, and competitions; 5.2.G Internship and/or capstone
5.3 Project-based and problem-based curriculum, instruction, and assessment

Benchmark 6: Strategic Alliances
6.1 Family/school partnership plan; 6.2 Community/business advisory board; 6.3 MOUs with business, industry, and community

Benchmark 7: Academy Advancement and Sustainability
7.1 Budget/business plan; 7.1 Five-year strategic plan; 7.2 Annually revisits Strategic Plan and Annual Action Plan for continuous improvement

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Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan incorporates several evidence-based strategies during the implementation:

T-STEM Model: Achievement data from students in 2011 showed T-STEM Academies outperform peer schools, meeting college-readiness benchmarks at a 12 percent higher rate and achieving a 21 percent higher completion rate in dual credit and advanced placement courses (Fitzpatrick, 2012). Another study concluded that participation in a STEM academic program positively impacted eighth grade students' academic achievement in mathematics, science, and reading (Olivarez, 2012). The T-STEM Blueprint has also proven effective as a school turnaround model (Odell, 2017; Odell & Pedersen, 2018).

Communities in Schools: Studies have proven that schools that implement the CIS model of Integrated Student Support as a part of their improvement strategy see positive results including:
- Improved on-time graduation rates
- Lower dropout rates
- Higher average daily attendance rates

Additionally, students served by CIS report improved relationships with adults and peers, improved engagement with their schools, and a belief that education has value for their futures – all important outcomes linked to future success.

Of the 5,671 students receiving ongoing intensive services through CIS: 99% completed the school year enrolled in school; 96% were promoted to the next grade level or graduated; 89% decreased discipline referrals or maintained no discipline referrals; 84% improved grades, attendance or behavior; and 68% finished the year on-track to graduate.

UTeach Strategies: UTeach's approach to preparing highly effective STEM teachers has proven to be effective as demonstrated by two recent studies. Backes et al. (2016) found that secondary students of UTeach graduates gain an additional four months of learning in math and 5.7 months in science over the course of one academic year. Marder and Hamrock (2016) found significant advantages for students of UTeach graduates of nine months of schooling in both Algebra I and Biology for Gifted students and five months of learning in Biology for economically disadvantaged and Hispanic students. These studies supply clear evidence that UTeach prepares teachers to successfully design learning environments that respect and acknowledge cultural and individual student learning differences while raising achievement for all students.

UTeach Professional Development programs also draw upon current research to promote the use of:
- inquiry-based learning methods;
- content-specific instructional practices that recognize the diverse resources learners bring to the learning experience;
- personalizing student learning;
- the meaningful integration of technology; and
- a variety of authentic assessment methods to inform instructional decisions and adjustments.

Backes, B., Goldhaber, D., Cade, W., Sullivan, K., & Dodson, M. (2016, December). "Can UTeach? Assessing the Relative Effectiveness of STEM Teachers." Calder Working Paper No. 173.

Odell, M.R.L. & Kennedy, T.J., (2018). "School Turn-around: The University of Texas at Tyler Instructional Coach Model." Hawaii International Conference on Education: 16th Annual Conference, Honolulu, Hawaii.

Odell, M.R.L. & Pedersen, J.L. (2018). Project and Problem-Based Teaching and Learning. In B. Akpan & T.J. Kennedy (Eds.), *Science Education in Theory and Practice.* (Chapter 23, pp. xxx). Switzerland: Springer International Publishing. Expected publication date: 30 September 2018.

Oliveras-Ortiz, Y. (2015). "Teacher effectiveness and student achievement on STAAR: Implications for school leaders." *Journal of Texas Women School Executives, 4*(1), 103- 109.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227-901-058	Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation

☐ P2 Partnership

☒ IMO Partnership

New School Implementation

☐ Reset

☐ Fresh-Start

Transformation Implementation

☐ Talent Transformation Model

☐ Redesign

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TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Transforming Mendez into a T-STEM Academy will improve student outcomes at Mendez, and AISD will apply lessons learned from the turnaround and SB 1882 processes throughout the district. Transitioning to a T-STEM Academy goes beyond simply trying to "Meet Standard." Rather than being reactive, focusing on attendance, tutoring, and test preparation, the T-STEM model at Mendez will build teacher and student capacity to become self-led learners and productive team members, thereby not only improving student outcomes but also the school culture.

T-STEM Model Leads to Improved Outcomes
The goal of the T-STEM Academy model is to prepare students in STEM at a deeper level, as well as prepare them in the traditional core subjects, to maximize their future learning and earning opportunities. The cornerstone of T-STEM Academy learning is student engagement and exposure to innovation and design in STEM-focused instruction and learning that models real-world contexts.

The T-STEM model follows a Blueprint (non-negotiable) of seven research-based benchmarks that will help guide Mendez to becoming high-achieving: (1) mission-driven leadership, (2) school culture and design, (3) student outreach, recruitment, and retention, (4) teacher selection, development and retention, (5) curriculum, instruction, and assessment, (6) strategic alliances, and (7) Academy advancement and sustainability.

In alignment with T-STEM Blueprint Benchmark 5, the academic program will be rigorous, STEM-focused and STEM-integrated, with data-driven *instructional practices* and ongoing, vertically and horizontally-aligned, formative and summative, performance-based *assessments* that allow students to demonstrate their understanding of STEM concepts and drive instructional decisions. Students will be better prepared to seamlessly transition to feeder high schools, Travis ECHS and Akins HS, which hosts a T-STEM Academy. Because outcomes are not simply dependent on instructional curriculum, instruction, and assessment, the Academy will layer academic support by personalizing the learning environment in several ways, including after-school and Saturday school tutoring. Furthermore, because the goal is to develop the whole student, Mendez will be reorganized into smaller learning communities to foster relationship-building and personalization of the school (Blueprint Benchmark 2). The independent governing board of the in-district charter organization will ensure that the 2015/2018 Blueprint is implemented with fidelity.

The T-STEM Academy model is a proven school turnaround model (Odell, 2017; Odell & Pedersen, 2018), including being used for school turnaround for TEA TTIPS grants. The model has a compelling evidence base for improving student outcomes:

- Achievement data from students in 2011 showed T-STEM Academies outperform peer schools, meeting college-readiness benchmarks at a 12 percent higher rate and achieving a 21 percent higher completion rate in dual credit and advanced placement courses.
- Studies have concluded that participation in a STEM academic program positively impacted eighth grade students' academic achievement in mathematics, science, and reading (Olivarez, 2012).

Like the Early College High School (ECHS) model, T-STEM Academies focus on preparing economically disadvantaged students for college and career. Unlike the ECHS model, there is a strong focus on STEM. The T-STEM Blueprint will facilitate a school culture and a PBL Instructional model that becomes consistent and of high quality.

Applying Lessons Learned throughout AISD
After several years of failed efforts to turnaround Mendez, AISD is eager to leverage SB 1882 to partner with the non-profit T-STEM Coalition to implement a proven model that ensures improved outcomes. AISD is exploring other SB 1882 partnerships and with grant funds, will hire a new executive level officer who will oversee district work through 1882, transformation zones, and other transformational work in the district. The position will report directly to the Superintendent, and s/he will oversee the charter authorizing process, work with partner organizations in monitoring and support, and oversee future selection processes.

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TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alignment with Broader Strategy

This grant aligns with and accelerates the district's Theory of Action (Managed Instruction) and Strategic Plan, specifically to ensure all students graduate college-, career-, and life-ready (Core Belief One), in large part by delivering a high-quality education to every student (Commitment 1) that provides a variety of unique opportunities for unlimited learning.

After several years of failed efforts to turnaround Mendez, AISD is eager to leverage SB 1882 to partner with the non-profit T-STEM Coalition to implement a proven model that ensures improved outcomes. AISD has submitted Phase 2 of the SB 1882 Eligibility Approval Request to TEA for the turnaround partnership with the non-profit, new operator, T-STEM Coalition. The district is also exploring other potential SB 1882 partnerships, including initial discussions with Child Development Centers to offer full-day Pre-K to AISD's low-income students. With a portion of Implementation Grant funds, AISD will hire a new executive level officer who will oversee district work through 1882, transformation zones, and other transformational work in the district. The position will report directly to the Superintendent, and s/he will oversee the charter authorizing process, work with partner organizations in monitoring and support, and oversee future selection processes.

Theory of Action

To achieve AISD's vision, commitments, and desired student outcomes in accordance with the district's core beliefs, the Board adopted *Managed Instruction* as the district's Theory of Action for teaching and learning. Managed Instruction promotes the alignment of curriculum, instruction, assessment, intervention, and professional development. The district facilitates the alignment of resources to provide differentiated levels of services to campuses and to close student achievement gaps, graduate students on time, and prepare them for college, career, and life. Additionally, the district's managed instruction theory of action is aligned to support students' development of social and emotional learning competencies.

The grant also aligns to the stipulation in the district's Theory of Action for teaching and learning that provides autonomy given to campuses around instruction and curriculum. While all schools must implement the district's curriculum within identified parameters, to address the needs of individual campuses, these parameters include "campus empowerment."

The theory of action based on the Lone Star Governance models that most closely aligns with T-STEM in the case of Mendez being an in-district charter, would be a version of managed instruction from the Mendez-specific governing board.

AISD has a current Lone Star Governance Certificate.

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TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mendez Middle School has been in the fourth year of Improvement Required Status under State Accountability through the Texas Education Agency during AY 2017-18. If at the conclusion of AY 2017-18 Mendez receives a fifth consecutive unacceptable performance rating, pursuant to TEC §39.107(e) and 39.1071(b), the Commissioner of Education will be required to order either the appointment of a board of managers to govern the district as provided by TEC §39.112(b) or closure of the campus.

Senate Bill 1882 was passed during the 85th legislature as a way to address struggling schools and provide a different option for multiple year unacceptable performance campuses. TEA has general rule-making authority over the provisions of the law. Final rules were released on March 30, 2018.

District and campus administration facilitated a meeting with Mendez staff and the Mendez parents about the possibility of pursuing an SB 1882 partnership on November 9, 2017. A presentation was provided to the Board on Senate Bill 1882 and Mendez at the November 13, 2017 Board Work Session. A follow-up Community Information Session was held on December 5, 2017 for the community to hear more about SB 1882 and discuss the various options for Mendez, and what they would want in a possible partner for SB 1882. A faculty and Campus Advisory Council (CAC) meeting was held on December 14, 2017 to continue the discussion on the possible scenarios and SB 1882. Another staff meeting was held on December 19, 2017 for staff to share feedback on the previous meetings and the process to date.

In January, a Mendez evaluation committee was formed to review potential partners through an RFP process. Following the closing of the RFP with no potential partners, the committee met on February 6, 2018 to discuss other options. An application was then developed and on March 20 and 22 the committee met to discuss the final process, application, and performance agreement.

Two potential partners responded to the application and provided presentations to the evaluation committee and the Mendez community. Following these presentations and a review of the applications, the evaluation committee recommended a partnership with the T-STEM Coalition, with partnerships with University of Texas at Tyler, the University of Texas at Austin UTeach, and Communities in Schools of Central Texas.

The evaluation committee was made up of 12 community, parent, and staff members. Of that 12, 9 attended all meetings and completed scoring applications. The 9 scoring committee members included:
1- AISD Associate Superintendent of Academics and Social and Emotional Learning
2- AISD campus administrator
3- Mendez Teacher
4- Mendez Teacher
5- Mendez Support Staff
6- Parent
7- Parent
8- Mendez PTA president
9- Education Austin (teachers' and employees' union for AISD) representative

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Schedule #17—Responses to TEA Program Requirements

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TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District Position Overseeing Effort

With a portion of Implementation Grant funds, AISD will hire a new executive level officer – Chief Empowerment Officer of Portfolio Schools – who will oversee the 1882 partnership with T-STEM Coalition, additional 1882 partnerships, transformation zones, and other transformational work in the district. The position will report directly to the Superintendent, and s/he will oversee the charter authorizing process, work with partner organizations in monitoring and support, and oversee future selection processes. The current plan is to hire for this position for the start of the 2018-19 school year.

As of May 9, the position has been posted to AISD's website, and the district has begun receiving applications. The position is responsible for being the district leader in finding and developing new ideas for the district and turning the ideas into reality. Incumbent will oversee the launch of the district's Transformation Zone, which is a group of schools that are provided autonomy over people, curriculum, instruction, time, and money at the campus level.

His/her primary functions include developing and overseeing the implementation of a plan to create a Transformation Zone providing autonomy to campuses in the zone. S/he will manage transformation work, monitor program performance and compliance with established district goals, and oversee changes or enhancements. The position will work closely with the Superintendent to manage change, develop a culture of professionalism and continuous improvement in the District, and to develop a more adaptive and dynamic organization.

The Chief Empowerment Officer of Portfolio Schools will monitor research and development of other organizations to spot trends in innovation and supplement research findings in education. Incumbent will maintain records and reports as are necessary for the Superintendent of Schools and other executive staff to keep the Board of Trustees informed of Mendez's progress and future plans. This position will also be responsible for formulating effective new ideas and innovative strategies and finding ways to introduce them into the District's future plans; discard ideas that are ineffective, costly or beyond the scope of the District's mission or abilities to develop. S/he will evaluate the progress of innovation and adjust the pace or direction of new projects using identified outcomes that measure academic return on investment. For example, s/he will monitor efforts at Mendez to determine whether the T-STEM Academy model might be an apt turnaround strategy at another low-performing school. Incumbent will keep all new projects in line with the District's strategic plan, and oversee grant submissions for innovative programming, including those that support continued efforts to turn around Mendez. S/he will have significant contact with campus principals, community members, and external partners.

AISD's Chief Empowerment Officer will evaluate T-STEM Coalition's progress on the agreed-upon performance measures (see Schedule 13). As part of the MOU, T-STEM Coalition agreed to meet with AISD representatives / members of the Board of Trustees on a bi-yearly basis to report on the progress of the School and to address any matters of concern. S/he will review annual reports of implementation provided by T-STEM, and utilize the results of the evaluations and written reports as part of the criteria for continuation or termination of future participation in this project.

Qualifications

At minimum, the position requires a Master's degree in Education or related field, a valid teaching certificate and mid-management certification, and a minimum of five years in a public education setting, including experience as a campus or central office administrator.

This position requires knowledge of current innovations in public education and process and systems used by public educational institutions. Incumbent must have experience leading small and large teams in accomplishments of challenging goals and the ability to work collaboratively with a team of chief officers to implement new programs and think creatively.

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	Schedule #18—Equitable Access and Participation			
County-District Number or Vendor ID: 227-901-058		Amendment number (for amendments only):		

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation				
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No Barriers				
#	**No Barriers**	**Students**	**Teachers**	**Others**
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☐	☐	☐
Barrier: Gender-Specific Bias				
#	**Strategies for Gender-Specific Bias**	**Students**	**Teachers**	**Others**
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐
Barrier: Cultural, Linguistic, or Economic Diversity				
#	**Strategies for Cultural, Linguistic, or Economic Diversity**	**Students**	**Teachers**	**Others**
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 227-901-058		Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish collaborations with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community collaborations	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information in digital/audio formats	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community collaborations	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish collaborations with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new personnel	☐	☐	☐
N04	Provide intern program for new personnel	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier			
	Other strategy	☐	☐	☐
Z99	Other barrier			
	Other strategy	☐	☐	☐
Z99	Other barrier			
	Other strategy	☐	☐	☐
Z99	Other barrier			
	Other strategy	☐	☐	☐
Z99	Other barrier			
	Other strategy	☐	☐	☐
Z99	Other barrier			
	Other strategy	☐	☐	☐
Z99	Other barrier			
	Other strategy	☐	☐	☐
Z99	Other barrier			
	Other strategy	☐	☐	☐
Z99	Other barrier			
	Other strategy	☐	☐	☐
Z99	Other barrier			
	Other strategy	☐	☐	☐

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Attachments
Austin ISD / 2018-2020 School Transformation Fund – Implementation

1. Eligibility for Statutory or Priority Points

2. Letter of Support from Superintendent

Eligibility for Statutory or Priority Points

Grant-Specific Criteria	Demonstrated Evidence
Applicant Strategy Alignment The extent to which the applicant's responses describe an alignment to the broader LEA strategy and theory of action.	See Schedule #17
Statutory or TEA Priority for All Applicants	**Demonstrated Evidence**
The applicant has, on the due date of the application for the grant, an active Lone Star Governance Certificate, as verified by TEA.	Austin ISD has an active Lone Star Governance Certificate.

The applicant intends to use school improvement funds in its Priority and/or Focus Schools to implement the transformation model at a high-need campus.
    • 2017–2018 Priority & Improvement Required Campus Designation
    • 2017–2018 Priority Campus Designation (not Improvement Required)
    • 2017–2018 Focus & Improvement Required 2+ Campus Designation
    • 2017–2018 Focus Campus Designation (not Improvement Required)
Campuses need to be identified in Schedule #5—Program Executive Summary. The 2017–2018 Priority Schools list, the 2017–2018 Focus Schools list, and the 2016–2017 Campus Accountability Rating will determine if priority points are awarded.
	School improvement funds will be used to implement a transformation model at Mendez Middle School in Austin ISD, a high-need campus with 2017-2018 Priority and Improvement Required Campus Designation.
	
	See Schedule #5.

The applicant has a high percentage of 2017–2018 Priority Schools and/or 2017–2018 Focus Schools: • Greater than 10% of the applicant's campuses are identified as 2017–2018 Priority and/or 2017–2018 Focus Schools The 2017–2018 Priority Schools list and the 2017–2018 Focus Schools list will determine if priority points are awarded.	15 of Austin ISD's 130 campuses, or 11.5% are identified as 2017-2018 Priority and/or Focus Schools.
Statutory or TEA Priority for Partnership Applicants	**Demonstrated Evidence**

For applicants selecting P2 Partnership or IMO Partnership, the applicant identifies a proposed partnership meeting one of the following criteria:
    • An early learning model that serves, at a minimum, students in Pre-k3 or pre-k4 and identifies at least one 2017–2018 Priority or Focus Elementary Schools which benefit from the early learning model; or
    • An institution of higher education
	Austin ISD has partnered with the Texas Science, Technology, Engineering and Math (T-STEM) Coalition, with the Ingenuity Center at the University of Texas at Tyler as the onsite T-STEM member.

For applicants selecting P2 Partnership and IMO Partnership grants, the applicant identifies a proposed partnership with a charter granted to an entity with an independent governing board. The composition of the governing board, including independence, should be described in Schedule #5 Program Executive Summary	On April 30, 2018 Austin ISD Board of Trustees granted T-STEM Coalition a charter under Subchapter C, Chapter 12 (Sec 12.101(a)) to operate Mendez Middle School. See Schedule #5.
For applicants selecting P2 Partnership or IMO Partnership, the applicant may receive priority points for the following: • A letter of support from the superintendent as attachment to the grant application	See attached letter of support from Dr. Paul Cruz.

May 29, 2018

Texas Education Agency
Division of System Support and Innovation
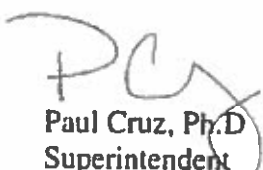1701 North Congress Avenue
Austin, Texas 78701

Dear Mr. Dawson:

As the superintendent of Austin Independent School District (Austin ISD), I am writing to express my support for the 2018-2020 School Transformation Fund – Implementation Grant application. The partnership between Austin ISD and the Texas Science, Technology, Engineering, Math Coalition (T-STEM Coalition) will help turnaround the persistently low-performing Mendez Middle School. The Mendez community has rallied support around this innovative partnership, and we are eager to collaborate with the T-STEM Coalition over the next several years.

I support the goals and project activities proposed in the School Transformation Fund – Implementation Grant application and confirm my commitment to ensuring the initiative is implemented with fidelity in Austin ISD. Grant funds will support ongoing work Austin ISD has been engaged in as we pursue an SB 1882 Turnaround Partnership with the non-profit organization T-STEM Coalition to create a new governance board for Mendez in partnership with Austin ISD, The University of Texas at Tyler, The University of Texas at Austin UTeach, Communities in Schools of Central Texas and Austin Interfaith. We are confident that the bold and aggressive actions being undertaken will transform the campus into a high-performing T-STEM Academy.

At Austin ISD, we are reinventing urban education. This grant opportunity squarely aligns with the district's strategic plan and our commitment to achieve excellence by delivering individualized, high-quality education to every student in partnership with stakeholders. Thank you for considering Austin's proposal to turnaround Mendez Middle School through an innovative partnership with the T-STEM Coalition.

Sincerely,

Paul Cruz, Ph.D
Superintendent